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ABSTRACT

This publication was developed in response to inquiries received from teachers and association leaders about the effect of a year-round school schedule on the livelihood and working conditions of teachers. It is intended to assist association leaders who deal with the problems related to (1) local negotiations or policy agreements for the membership, (2) helping leaders participate effectively with the local education authority in planning year-round schedules, (3) providing information that the individual member can use for an understanding of how year-round schools operate and what options exist in the various year-round plans, and (4) directing attention to ways in which year-round schooling can help provide improved programs for students. The publication includes a list of school districts which have, in whole or in part, changed to year-round schools. Also included are policy and caution statements from the California Teachers Association and the New Jersey Education Association, as well as an annotated bibliography on year-round schools. (Author/DN)

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Year-Round Schools

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National Education Association Instruction and Professional Development

information for professional excellence

The Charter of the National Education Association states the purpose of the nation's largest independent professional organization: "To elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States."

Through its program of Instruction and Professional Development, the NEA has a growing commitment to professional excellence, a commitment that can only be realized by well-informed members who ultimately will take the necessary, concerted action to achieve this goal. But information, knowledge, and understanding are essential to the success of any action program to reach this goal. Accordingly, documents such as this have been prepared for a better informed membership.

At a time when information has become the currency of contemporary society, our ability to gather, handle, and process this information will to a large degree determine the direction of our profession and the quality of its policy.

A major activity of the NEA's program for Instruction and Professional Development, therefore, has to do with the "processing" of information in a continuing effort to provide members with a synthesis of the best, the most reliable, and the most useful information related to the goal of professional excellence.

Your comments are invited on this document and on other IPD program activities. Also, your suggestions of other information topics for future consideration will be most welcome. For more information about our program on professional excellence, write or call Instruction and Professional Development, National Education Association, 1201 16th Street, N.W., Washington, D. C. 20036. Phone: (202) 833-4337.

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YEAR-ROUND SCHOOLS

This document has been prepared by the Instruction and Professional Development Staff of the National Education Association. It represents one part of an information package on this topic.

May 1974

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Instruction and Professional Development
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Separate Enclosures:

1. Briefing Memo: "Year-Round Schools and The Teacher"

2. "Annotated Bibliography on Year-Round Schools"
These two items are part of a continuing IPD series which provide teachers with information on critical issues. They may be freely duplicated and distributed to members at the local level.

3. So You Think You Want a Year-Round School. California Teachers Association Instruction Center. Thought paper No. 1, April 1973.

4. Reprints:
"Year-Round Schools and System Shock"
"Year-Round Education for K-12 Districts"
"The Furgeson Plan for All-Year School"
"A Round-Up on Year-Round Schools"
"Year-Round Education: A Solution in Search of a Problem?"

INTRODUCTION

A year-round school schedule has a greater effect on the livelihood and working conditions of teachers than on any other segment of society. In many areas the September-June schedules and the long summer vacations are giving way to year-round schedules which both state legislatures and local school systems consider economically advantageous. Reports vary on whether or not economic advantages are realized in a changeover to year-round schools. NEA members are looking more carefully at the drawbacks and benefits that accompany a complete change to year-round schooling.

With the above in mind, IPD's purposes in developing a package on this subject are to respond to the inquiries received from teachers and association leaders. From a review of the inquiries we believe the major needs at this time are: 1) to assist association leaders who deal with the problems related to local negotiations or policy agreements for the membership, 2) to help leaders participate effectively with the local education authority in planning year-round schedules, 3) to provide information that the individual member can use for an understanding of how year-round schools operate and what options exist in the various year-round plans,

and 4) to direct attention to ways in which year-round schooling can help to provide improved programs for students.

School district evaluations and outside evaluators of year-round schooling describe mostly the economic concerns of a school system. Little attention has been paid to the achievement of educational goals, to teacher needs, or to teacher perceptions about the value of changing the school calendar.

In order to help affiliate leaders communicate about mutual problems, a list is included of school districts which have, in whole or in part, changed to year-round schools.

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YEAR-ROUND SCHOOLS

Stated in simplest terms, year-round schools are operational all year, but only a portion of the teachers and students are in attendance at any one given period. Various organizational plans and calendar schedules allow for flexibility of attendance, of curriculum, and the use of school facilities.

To clarify terminology, year-round schools are not the same as the Extended School Year. The latter has come to mean the addition of school programs offered during the summer months. These programs provide classes for either remediation, enrichment, recreation, make up, or extra credit for a selected number of students.

In 1973 the Executive Committee of NEA noted the need to support an inquiry and to study the restructured school year. They encouraged active participation on the part of affiliates to explore and participate in determining the feasibility of year-round school designs.*

How Do Year-Round Schools Start?

As a first order of business, before a school system

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*Two examples of affiliate action are: 1) an adopted Policy Statement on Year-Round Schools by the California Teachers Association (January 1974). See pg. 36. 2) A cautionary statement made by the New Jersey Education Association Delegate Assembly; NJEA Reporter, June 1973. See pg. 45.

can adopt year-round schools, state legislatures must pass enabling legislation to extend Average Daily Attendance (ADA) funding from the state to local districts beyond the regular nine month school calendar. The new legislation generally carries the provision that students will attend school for the number of days mandated by the state even though attendance patterns change (mandatory attendance varies around the country from 170 to 190 days). Monies for feasibility studies and implementation of year-round schooling can be allocated to a district from two main sources: either the state provides such funds, or federal funds are sought by a school district through state agencies. In some instances the local education authority will also set aside funds for initial implementation of the plan. A time frame for a feasibility study within the school district should generally take about two years before implementation begins.*

What Are The Options?

In a study of year-round schedules, Bruce Campbell, Director of the Extended School Year, New Jersey Department of Education, reported* in May 1973 that there are approximately 100 school districts using some form of

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*See references, pg. 29.

year-round schooling and over forty plans in operation. Many plans overlap in design. There are several variations to almost any given plan, not only in names, but in operation and attendance schedules. The following descriptions are of several year-round plans which are purported to have advantages for a school district and, more importantly, offer extended working options for teachers. Additional descriptions and diagrams can be found elsewhere in this package.

45-15 Plan. From a review of the literature, this plan has become the most acceptable. As with many other plans, it allows for and encourages changes in curriculum and teaching methods. The plan calls for schools to operate for 48 weeks and for students to attend school for four 45-day periods (9 weeks), with a 15-day (3 weeks) pupil vacation following each. Entrance dates are staggered for one-fourth of the students every 15 school days. The first group to enter school completes its 45 days of schooling and starts vacation the day the fourth group enrolls. Pupils are generally divided (self-selected or mandated) into four groups. If the grouping is planned geographically, siblings

and neighbors follow the same attendance pattern.* All presently established holidays are observed.

Four-Quarter Plan. Several plans are variations of this plan. Sometimes called the Quadrimester or Consecutive Quarter Plan the school year is divided into four periods of approximately equal length. In this schedule, an effort is made to offer a complete program each quarter, minimizing prerequisites and sequential offerings so that pupils may elect to attend during a particular quarter without problems. Students are not limited to summer sessions if they choose to work at that time. There are numerous course options in terms of sequence, ability level, and sheer numbers of courses available to each pupil. Students can carry a lighter load in each of the four quarters, maintain employment, and complete the equivalent of three quarters of work in a 12-month span. There are advantages pertaining to remediation, enrichment, and acceleration since

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*A word of caution should be noted here: Where parallel enrollment for neighborhood groups is encouraged in any plan, there is a danger that desegregation efforts may be aborted or violated within a given school district.

entrance is available to many courses each quarter.

Mandated Four-Quarter Plan. This plan is a superimposed division of students into four groups with each group of students attending school three of the four quarters each calendar year. It does not allow for self-selection or acceleration. Facilities and resources operate for 240 days, but based on 180 days of attendance, each quarter is continuous for 60 school days. Three sections of students are in attendance during a quarter and one group vacations each quarter.

Optional Four Quarter or The 48-Week Staggered Quarter Plan. The same as above except that options for attendance are offered to parents and students.

Quinmester Plan. In this plan, schools can be operational for four 45-day periods for all students, with an additional 45-day attendance period available during the summer. This added period allows for more flexibility of program. The secondary school course offerings can be made up of numerous mini-courses. Students

and curriculum planners are more inclined to experimentation in this plan than they are under other arrangements. If enough students select to attend during the summer session, it can eventually become part of the regular school calendar with students attending any four 45-day quinmesters.

Trimester Plan. This plan appears to be less popular than the quarter approach although a similarity exists between them. Instead of four groups of students, there are three. The school district operates its facilities for 270 days--three 90-day periods rather than four 60 day periods--with mandatory attendance during any two of the three periods. Ideally, there should be only 2/3 of the student body in school in one 90-day period.

The Continuous School Year Plan. Under this plan, also known as the Eleven Month Plan, mandatory attendance for all students can range from 204 to 225 days. Grade levels are modified and designated as "learning levels." With average progress, one year of schooling can be saved each 6 or 7 years depending on mandatory attendance days each year.

The following graphic illustrates the above 210 day Continuous School Year Plan.*

Year of Learning Level

Level 1	Kindergarten--180 days	Grade 1--30 days
Level 2	Grade 1--150 days	Grade 2--60 days
Level 3	Grade 2--120 days	Grade 3--90 days
Level 4	Grade 3--90 days	Grade 4--120 days
Level 5	Grade 4--60 days	Grade 5--150 days
Level 6	Grade 5--30 days	Grade 6--180 days

A somewhat shortened, but traditional summer vacation is also part of this plan. Although the school year is lengthened, six or seven weeks in the summer are available including the regular winter and spring holiday periods.

*Additional graphs for other year-round plans are provided in other parts of this package.

The Flexible All-Year School Plan. The rationale for instituting this plan is that life and society do not operate by arbitrarily set calendar arrangements, therefore schooling which is part of life should function on a continuous and flexible basis. Students may request a vacation or leave of absence at any time during the year and for any length of time, provided that he meets the minimum time requirements of the state during the calendar year. In order to provide for such flexibility, the curriculum must also be flexible and must be fully based on individual needs and programs. This plan is still experimental, but it is based on an idealized commitment to an individualized program for all students.

Why the Change?

The literature on year-round schools indicates that the foremost reason school systems have adopted year-round plans was to make the most effective economic use of school buildings and postpone the need for new plants. Where there has been a need for additional buildings, school systems have realized some short term savings by adopting a year-round schedule for the existing facilities. Construction costs continue to rise as do

costs for operating, staffing, and maintaining new plants on a conventional nine-month calendar, but fuller use of existing facilities calls for the installation of expensive air-conditioning equipment.

Extending the district's school calendar to 11 or 12 months and dividing that into four parts, with only 3/4 of the students in attendance at any given period requires fewer facilities. For example, three rooms can serve four groups of students, three buses can transport four complements of students, three sets of furniture and books can serve four sets of students; offices, hallways, restrooms, parking lots and all other sites can serve four students instead of the three previously served.

Until recently, construction of new schools was necessary to accommodate the ever increasing number of students. While this may no longer be seen as an urgent need, John McLain notes in Year-Round Education: Educational, and Sociological Factors:

> Despite the decrease in the birth rate, it is a popular belief that the U.S. population will continue to increase because of the increasing number of women of child-bearing age.... In addition, three other factors could affect school building needs. 1) Dropout rates are declining which means more kids in school. 2) There is a shift of students from private and parochial schools to public schools....

The Business Community

The business community has been hard pressed to provide adequate employment to the huge number of students available to them during just the summer months. Making a portion of the student population available to them during all parts of the year appears an advantage to the businessman and to the students. In accommodating themselves to a changed school year, many businesses have devised rotating employment calendars so that more students can work for shorter periods of time. Some recreational and tourist businesses can operate for longer periods of time and offer employment to students accordingly.

In some instances, the children's camp operators as well as some summer resort areas have been opposed to any school calendar different from the traditional one. There have been instances of effective lobbying efforts to defeat state legislation on year-round schools by organized business groups.

Two industries in particular--the air-conditioning industry and the home-moving van industry, especially North American Van Lines--have spent large sums of money promoting the advantages of year-round schooling. The air-conditioning industry's self-interest in this is obvious. The moving industry claims it can better

serve the community if its services were spread over the year, rather than compressing most family moves into the last summer month before school starts.

Parent Interests

The greatest obstacle to year-round schools can be objection to implementation from parents. They must be informed about the "Why we should have it," and the "How it works." A full public information program must be present at the outset and no drastic change in a school calendar should be implemented without the full approval and support of parents. Early on they must be informed, consulted, and involved in a changeover. Whether the issues are related only to capital and operational outlay or deal with curriculum and program changes, parents must know and their approval must be secured.

Year-round schools may not be appropriate for all communities. Several have defeated proposals for year-round schools, and in the final analysis, it is the parents who have the greatest influence on the decision.

Student Interests

Year-round school programs have been more acceptable in school districts where students have been involved in the exploratory and the planning stages. Typically students support shorter and more frequent vacations. (Many plans

offer pupils the opportunity to return to classes for remedial help during the short vacation break.) In many instances this decreases the pressure for a student to repeat a year and if a student must, it may be possible to do so during a single quarter.

Some school systems have experienced a decrease in absenteeism and are finding it easier to accommodate students entering the school system during the school year. In one school district in California, the 45-15 plan is credited with helping Spanish speaking students learn English because there was a shorter break in contact with English speaking classmates and teachers. The concerns of students are related to participation in organized and extracurricular activities, such as sports events. Their question is: Will they be allowed to participate during short vacation periods or only during regular attendance? There does not seem to be a single response to student participation in seasonal sports, but most systems make provision for students to take part in school practice and competitive sports throughout the year.

Curriculum and Instruction

The demand for improved educational opportunities and the need to change curriculum offerings and instruc-

tional programs are as significant today as are monetary considerations. There are no inherent curricular or instructional advantages in a changed school calendar. Improvement can be realized only when a school system views year-round schooling as an opportunity to revitalize what goes on within the walls of a school building.

Howard Holt, in "Year-Round Schools and System Shock,"* states that year-round education:

> ...would mean a reexamination of the question of appropriate time spans for various learning activities. Likewise, traditional patterns of five or six courses being studied simultaneously during the school year could be examined with the possibility that better results would accrue from fewer subjects studied for shorter periods of time. Elementary schools would be encouraged to look at traditional forms of organization under this new plan in order to determine if something other than a self-contained room with a single teacher was the more appropriate format....the significant factor is that new possibilities must be fully explored as the organization adapts to changed conditions.

Several reports espouse programs to accommodate the needs of the individual student. The Furgeson All Year School Plan in California* tracks a student's progress in four subject areas--reading, math, language arts, and science. Each subject is divided into a sequence of

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*See Phi Delta Kappan reprints.

concept levels that together make up the curriculum. A student can leave at any time during the year with the assurance that he will resume work at the same concept level he was on before he left.

Short of the opportunity to completely individualize instruction in a continuous school year, the four-quarter and other plans allow time for enrichment, remediation, or acceleration.

As is true of all innovations, year-round schooling offers an opportunity to reexamine some fundamental approaches to teaching and learning. It offers an opportunity to change, rather dramatically, past practices related to course and curriculum content, teaching strategies, resources, and materials for instruction.

In particular, examples of some practices that might be examined are:

- pupil-teacher ratio--In some year-round schedules, the flexibility for arranging a student's time in school can work to advantage for creating smaller classes.
- individualization--There is the chance, in most plans, to create individual programs and to adjust them to student growth and learning styles.
- career education--The secondary programs particularly can take a positive step in relating work and school since many students select to carry a

moderated school program while working.

- remediation--During a three week vacation, or inter-session, students may be able to attend school for the purpose of learning what they did not catch the first time around.
- electives--In many instances students want or need to develop additional skills or get information about subjects which do not fall into their regular program (i.e., typing or photography) short courses, during a regular vacation period, may be an opportunity to accommodate such needs.

Economic reasons coupled with a need for curriculum change have been noted as reasons for starting a year-round school*. It has become a way to start open schools and flexible scheduling when school districts and teachers examine past practices with an eye on change strategies. Year-round schooling carries the potential to spend less time to review subject matter and to construct a school calendar that makes sense educationally.

Teacher Interests

There has been little attempt made to define and share pertinent concerns of teachers as they relate to a school district's changeover to year-round schooling.

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*See IPD survey, pg. 21.

IPD conducted a general survey of selected association leaders in all parts of the country where school district(s) have, in whole or in part, changed from the traditional calendar arrangement to some form of year-round education. The purpose of the survey was to identify pertinent questions and answers for association leaders.

Below are some questions and issues raised during the conduct of the survey. The responses, although limited in number, reflect some across-the-board, nation-wide agreements in resolving several problems.

Results of IPD Survey

Questions/Areas of Concern for Teachers	Responses/Some Reported Solutions
1. What are the contract options for teaching time?	In Continuous school year plans, teachers can teach on a normal contract (180 days) with regular vacations. or Accept variations of the contract for up to 225 days each year taking mini-vacations but remaining available for summer sessions. or Contract to teach all year (as many as 240 days) including summers. Take only regular holidays and short periods of vacation. Some contracts provide: Teachers shall not be involuntarily assigned to more than regular contract work days (182). Exception: Teachers may be assigned, with commensurate compensation, up to 10 additional days in order to complete the assigned session.

Questions/Areas of Concern for Teachers	Responses/Some Reported Solutions
2. What are acceptable salary arrangements?	All work over and above regular year should be prorated on a per diem basis. Commonly, all teaching assignments in excess of the regular contract (i.e., 182 days) shall receive 1/182 or regular annual salary for each extra day worked.
3. Are teachers locked into a contract?	No teacher should be locked into a specific contract, year after year, including vacation periods, teaching assignment, or particular school. All rights must be protected and changes must be allowed and arranged for.
4. Are contract options voluntary?	Extended contracts (i.e., 181-240 days) for individual teachers must be completed on a voluntary basis only.
5. What arrangements are made for planning a change to year-round school?	Whether teachers serve on a district-wide committee, school staff committee, or as representatives of the association, all planning time should be paid for by the district on an hourly or daily prorated basis. NOTE: In some instances, salary considerations were disallowed. The district argued that planning and implementation of year-round schools were being conducted on an experimental basis and new contract arrangements were not necessary.
6. What are the arrangements for sick leave?	Sick leave in year-round arrangements appear to be cumulative on a regular basis; approximately 1 day each working month. Slight variations of the following chart prevail: 175 - 192 work days .... 10 days 193 - 210 work days .... 11 days 211 - 228 work days .... 12 days 229 + work days ..... 13 days

Questions/Areas of Concern for Teachers	Responses/Some Reported Solutions
	A limited number accumulate 2 days per working month with a limit of 24 days per calendar year.
7. Are retirement benefits affected?	Careful investigation of this area should be conducted by affiliates. Since states have varying retirement arrangements, responses showed no general agreement to this question. Solutions ranged from: "There is no change at all," to: "This has never been straightened out," and "Retirement benefits are based on all salary earned including summer." NOTE: There must be clarity on how many days constitute a year's benefits. If an individual contract is for 225 days (45 days over and above the normal year) will the 45 days be credited to an additional year, or are only 180 days allowed in any calendar year?
8. Does year-round schooling mean a reduction or an increase in the number of staff?	For the most part there were no significant changes in the number of regular staff when implementing a year-round program. Only a few districts reported a reduction in staff. Where attrition was allowed to take place, either teachers were not hired to fill vacancies or differentiated staffing was introduced. There were increases in staff where teachers were given limited contracts for 90 days only (45-15). NOTE: This may be cheaper for the school district since fringe benefits are also limited for these teachers.

Questions/Areas of Concern for Teachers	Responses/Some Reported Solutions
9. When and how should the association become involved?	Responses agree that: associations should be involved and represented in a feasibility study as soon as the district suggests investigating the need for a changeover. Associations should be involved and represented for work on guidelines and procedures, for implementation, curriculum plans for change, and changes in staffing patterns. Associations should work cooperatively with the administration and the community. As is the case with all change efforts, where teachers took part in early studies and planning with the administration and community, acceptance of the change was more readily realized.
10. Are new school programs and new curriculums necessary?	Responses to this question were related to the district's purposes in a changeover to year-round schooling. The need for curriculum change was noted as one reason for starting year-round schools. This was coupled with economic reasons. It was a way to: start open schools and flexible scheduling, spend less time in review of subject matter with shorter vacations, develop opportunities for students to take electives with calendar options, achieve improved instruction through smaller classes, construct a calendar that made sense educationally. The opportunity for new curriculum and organizational patterns are evident. Lip-service to change and good intentions seem

Questions/Areas of Concern for Teachers	Responses/Some Reported Solutions
	wide-spread but in reality new program offerings generally are not carried out. Elementary school programs have changed less than have secondary schools. New approaches appear to be essential at the secondary level. In many instances, where secondary school programs remain on a single-track, teachers are dissatisfied with conditions. There appears to be agreement that optional programs and mini-courses are a necessary component at the secondary level.
11. Should there be an in-service program for teachers on year-round schools?	In-service education has not surfaced as a major issue in a changeover to year-round schools. This was particularly true in elementary schools when programs, organization, and materials remain static. If no changes in curriculum are planned, then informational sessions need to be offered to teachers for an understanding of scheduling options. There seemed to be a greater need for in-service for secondary teachers where new approaches to programs were developed. NOTE: Secondary teachers, particularly, should be part of making decisions about proposed curriculum change. If they do not insist on participation, heavy schedules for planning can result.

Questions/Areas of Concern for Teachers	Responses/Some Reported Solutions
12. Can teachers substitute during their own vacation periods? If "yes"--on their own prorated salary scale or at district substitute pay scales?	There are indications that teachers can substitute during vacations, in their own or in other schools of the district. Responses about salary were not substantial enough for reporting here.
13. Are there changes in class size?	Responses indicated that as district attendance patterns change this must be monitored carefully so that class sizes remain balanced.
14. When non-tenured teachers are under contract for more than normal (180) days, will the additional days in a calendar year be credited toward tenure?	Indications are that credit toward tenure is based on (180) days in any school or contract year, rather than the number of days in school (225).
15. Do teachers generally favor the change to year-round schools? Why?	It appears that those teachers who have tried working on year-round schedule are in favor of it. Heads of households particularly choose to teach year-round for financial reasons. It not only allows teachers to be practicing professionals all year, but it eliminates the need to seek additional work during long vacation months. An expressed reservation is that some teachers on a continuous school schedule--who have been used to the long vacation break--find the new arrangement tiring. Teachers working in the 45-15 schedule feel that the 3-week break is good. They feel they are more effective as teachers.

The following additional questions which are of concern to teachers were raised during the course of the survey. For reporting purposes, answers to them were either insufficient or were not available at the time, but they are offered here as starting points for other issues that must be examined.

Questions:

- Can teachers move up on the salary schedule after completing the normal 180 days or do they move up after completing the contract year (e.g., 225 days)?
- What are the obligations of athletic coaches and other special instructors during their vacation periods?
- How does the short-term vacation sequence affect a teacher's ability to prepare materials?
- Where mini-courses are developed at junior and senior high schools is there a danger of saddling a teacher with too many courses to develop simultaneously or in rapid sequence?
- Is there a danger in asking secondary teachers to get to know 120-140 students each term for four or five terms a year? What are the implications here for evaluating a student's work?
- If mini-courses are prepared, will there also be mini-credits?
- Can teachers select the same vacation periods as their own children?
- If both high school and elementary school children in a family must be on the same schedule all year, what plan can be developed that meets the needs of the two age groups?
- How can the elementary program be planned to reflect needed changes?

- How will athletic and other extracurricular activities be affected? Will students be allowed to participate in extracurricular activities during their vacation periods? (i.e., intramural sports?)

- If students participate in sports or other school activities during their vacation periods, will regular school-year insurance coverage be adequate?

- Energy crisis--will the price and availability of heating fuel for winter and energy for cooling elements in the summer become a prohibitive factor?

- Will association meetings be difficult to schedule when only 3/4 of the teachers are available or in school during any given session?

The above questions are but a start. There are several other questions that will surface if and when a school district plans to investigate the feasibility of year-round schooling.

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WHERE IT'S HAPPENING

CURRENTLY OPERATING YEAR-ROUND PLANS

The following is a representative list of some states and school districts that are reported to have school(s) or district wide year-round programs. Each site is followed with a one line description of the type of year-round schedule being used.

For specific information about association involvement in these districts, contact should be made with the president (state/local) or the Uniserv personnel working with the local.

Arizona

Yuma Union High School District #7
Yuma, Arizona
(Continuous Four Quarter)

California

A B C Unified School District
Artesia, California 90701
(Furgeson Flexible All Year Plan of Continuous Progress)

Bear Valley Unified School District
Big Bear Lake, California 92315
(to change from Forty-five - Fifteen to Rotating Four Quarter)

Berryessa Union School District
San Jose, California 95132
(Forty-five - Fifteen)

Chula Vista City School District
Chula Vista, California 92012
(Forty-five - Fifteen)

Corona-Norco Unified School District
Corona, California 91720
(Forty-five - Fifteen)

Escondido City Elementary School District
Escondido, California 92025
(Forty-five - Fifteen)

Hayward Unified School District
Hayward, California 94541
(Continuous Four Quarter)

San Bernardino County School District
Hesperia, California 92345
(Forty-five - Fifteen)

Lakeside Union Elementary School District
Lakside, California 92040
(Forty-five - Fifteen)

LaMesa-Spring Valley Elementary School District
LaMesa, California 92041
(Forty-five - Fifteen)

Ocean View Elementary School District
Huntington Beach, California 92647
(Forty-five - Fifteen)

Petaluma City Elementary School District
Petaluma, California 94952
(Forty-five - Fifteen)

Old Adobe Union Elementary School District
Petaluma, California 94952
(Forty-five - Fifteen)

Pajaro Valley Joint Unified School District
Watsonville, California 95076
(Forty-five - Fifteen)

San Diego City Unified School District
San Diego, California 92103
(Forty-five -Fifteen)

San Joaquin Elementary School District
East Irvine, California 92650
(Forty-five - Fifteen)

Santee Elementary School District
Santee, California 92071
(Forty-five - Fifteen)

Fountain Valley Elementary School District
Fountain Valley, California 92708
(Forty-Five - Fifteen Quadrimester)

Colorado

Cherry Creek School District #5
Englewood, Colorado 80110
(Forty-five - Fifteen)

Florida

Nova Schools
Fort Lauderdale, Florida 33314
(Extended K-Twelve)

Dade County
Miami, Florida 33132
(Quinmester)

Brevard County Schools
Titusville, Florida 32780
(Forty-five - Fifteen)

S. Bryan Gennings Elementary School
Orange Park (Clay County), Florida 32073
(Continuous School Year)

Hernando County School Board
Brooksville, Florida 33512
(Continuous Four Quarter and Extended K-Twelve)

Georgia

Atlanta City Schools
Atlanta, Georgia 30303
(Continuous Four Quarter)

Illinois

City of Chicago School District #299
Chicago, Illinois 60601
(Forty-five - Fifteen)

Valley View C.U. 365
Lockport, Illinois
(Forty-Five - Fifteen)

Kentucky

Jefferson County School District
Louisville, Kentucky
(Continuous Four Quarter)

Michigan

East Lansing Public Schools
East Lansing, Michigan
(Quinmester)

Northville Public Schools
Northville, Michigan
(Forty-Five - Fifteen)

Minnesota

Mora Public Schools
Mora, Minnesota 55051
(Forty-five - Fifteen)

Wilson Campus School
Mankato, Minnesota 56001
(Quinmester)

Missouri

Francis Howell R-III
St. Charles, Missouri 63301
(Nine-Three)

New Hampshire

Hudson, Alvirne High School District
Hudson, New Hampshire 03051
(Continuous Four Quarter)

New York

Green Chimney School
Brewster, New York 10509
(Continuous School Year)

North Carolina

Buncombe County Schools
Asheville, North Carolina 28807
(Continuous Four Quarter)

Winston-Salem/Forsyth School
Winston-Salem, North Carolina 27102
(Forty-five - Fifteen)

Oregon

Molalla Elementary School District #35
Molalla, Oregon 97038
(Abandoning Forty-five - Fifteen to implement Continuous Four Quarter)

Gresham School District #4
Gresham, Oregon 97030
(Forty-five - Fifteen)

Pennsylvania

Rochester Area School District
Rochester, Pennsylvania
(Continuous Four Quarter)

Texas

Houston Independent School District
Houston, Texas 77027
(Trimester)

Fort Worth Independent School District
Fort Worth, Texas 76107
(Trimester)

Utah

North Sanpete School District
Mt. Pleasant, Utah 84647
(Continuous Four Quarter)

Nebo School District
Spanish Fork, Utah 84660
(Continuous School Year)

Vermont

Champlain Valley Union High School
Hinesburg, Vermont 05461
(Forty-Five - Fifteen)

Virginia

Prince William County School District
Manassas, Virginia 22110
(Forty-five - Fifteen)

Washington

Franklin-Pierce School District #402
Tacoma, Washington 98444
(Four-one-four-one-one)

FOUNDED 1863

California Teachers Association
1705 Murchison Drive, Burlingame, California 94010 (415) 697-1400

POLICY STATEMENT

YEAR-AROUND SCHOOLS

The California Teachers Association recognizes that although there may be certain instructional or financial advantages in rescheduling the school year, continuous or year-around calendars may not necessarily be in the best interest of all students and all communities. The CTA recognizes further that no one model for a year-around schedule is universally desirable or applicable, but rather that each school district should vary the design of its school year to fit its own particular educational and financial needs.

In addition, the California Teachers Association recommends that CTA Chapters in California give careful consideration to this policy statement before embarking on the study or implementation of the various year-around school calendars.

Year-around school calendars have direct impact on curriculum and instruction, negotiations, school finance, salary, retirement, human relations, tenure and chapter organization. Hence, intensive thought and discussion must be given to all of these areas before decisions are made regarding year-around school schedules.

INTRODUCTION

Year-around schools or continuous education schedules are generic terms referring to various year-around school calendars which provide for the twelve-month operation of the schools and the division of the instructional year into a variety of quarters, semesters, tri-semesters, 60/20, 45/15 pupil attendance and teaching schedules.

An additional variation of the year-around school is the extended school year which operates on the traditional school schedule, but with the extension of the school calendar to 200-215 school days per year.

The most frequently employed year-around school calendar in California is the 45/15 schedule in which the schools are operated on a twelve-month basis with a rotating schedule of school attendance made up of four 45-day attendance periods with four vacation or intersession periods varying from 15 to 20 days.

One form of the 45/15 school calendar is referred to as the "block" schedule with all students and all teachers in attendance at the same time with simultaneous 45-day instructional periods and 15-day vacation schedules.

The other type of 45/15 calendar divides school attendance and teachers into four tracks operating on a "cycled" or "staggered" basis with one quarter of the students and teachers on their 15-20 day vacation or intersession at any given time.

This "cycled" or "staggered" schedule with approximately one quarter of the students and teachers not in attendance at any given time, theoretically creates additional classroom space so that when such a schedule is rigidly adhered to, one quarter or more classrooms are made available for additional students and teachers.

More effective and efficient use of school plants has been one of the primary motivations for the "cycled" or "staggered" 45/15 school calendars.

CURRICULUM AND INSTRUCTION

Much has been said and written regarding the possible educational and instructional advantages of the various year-around and extended year calendars. Possible educational and instructional advantages, such as "continuous learning," "individualized instruction," "flexible scheduling," "remedial and accelerated programs," "multi-grade classes," "open plan," and "team teaching," can, of course, be implemented and realized in the traditional school calendar and are not instructional innovations necessarily inherent or attributable to year-around or extended year school calendars and schedules.

Despite the above, there may be some instructional advantages in the various year-around school calendars. Such calendars provide much greater scheduling flexibilities, providing many variations in scope and sequence. The short two, three, and four-week intersessions may provide opportunities for special remedial or enrichment programs, as well as time blocks for certain short-term courses and instructional experiences.

Finally, more time, experience, and evaluation of the various year-around calendars is necessary before definitive conclusion can be reached as to possible instructional advantages.

The implementation of any year-around school calendar requires a significant change in the life style, organization, and yearly functioning of the family, the parents, the students, the teachers, and the schools involved.

Changing the life styles of an entire school attendance area or an entire

school district in order to implement a year-around school calendar without careful thought, study, consideration, consultation, and consensus of all who would be affected, raises a number of philosophic, as well as practical questions.

Schools and school districts should not attempt to implement any of the year-around school calendars without at least a full year of study, discussion, and broad-based approval, with the participation of the school board, the school administration, the teachers, the community, the parents, and the children involved. Because there is little definitive research on the financial and educational advantages and disadvantages of the year-around school, care and caution must be exercised in the implementation of such programs.

If after careful study and consideration, the decision is made to proceed with the implementation of a year-around school calendar, it should be done initially on a pilot or experimental basis. Assuming a successful period of experimentation, the number of schools initially involved can be increased, but only after the consent and cooperation of the parents in the community has been obtained.

A school district should not attempt to institute year-around school programs on a district-wide basis until there has been ample and extensive pilot programs involving a number of schools at the elementary, intermediate, and secondary levels.

TEACHER PARTICIPATION

When individual schools within a school district offer an extended year or year-around school calendar, participation by teachers shall be voluntary.

District-wide, extended or year-around school calendars shall be implemented through agreement between the school district and the majority of classroom teachers.

NEGOTIATIONS

All aspects of the school program and school finances become involved when the decision is made for the district to offer a partial or complete year-around calendar.

Because of the all inclusive implications of year-around calendars, all aspects of proposed and adopted programs should be subject to policy development by the chapter and negotiations with the district through the Certificated Employee Council. Teachers and teachers' organizations should have the right to refuse to participate in year-around calendars unless all aspects of the program have been negotiated with the school district.

FINANCE

Year-around and extended school calendars are still relatively new to California and long-range, specific cost data are still not available. However, preliminary analysis indicates that year-around and extended calendars result in higher cost especially in the categories of maintenance and operation.

Because of the uncertainty as to the ultimate costs of year-around programs, care should be taken in districts attempting such programs to avoid financial commitment to year-around programs which might jeopardize the funding of traditional school district budgets.

In theory, a school district experiencing pupil over-crowding can make available, by rigidly following a 45/15 four-track cycle schedule, additional classroom space on at least a temporary basis without a significant increase in cost.

Until accurate financial data are accumulated, it is not possible to determine if the saving in capital expenditure through the "creation" of new classrooms will be offset by the added operational cost of a 45/15 program.

BUILDING UTILIZATION

A 45/15 or similar cycle schedule in a school, if operated in regular size classes, can theoretically result in a 25% increase in the number of classrooms available; however, problems of grouping students at various grade levels and the various multi-grade combinations indicates that it is necessary to use more rooms than can be mathematically predicted on a rigid interpretation on 45/15 schedules.

Class sizes will vary in actual practices making it difficult to produce the theoretical increase in the number of classrooms available for instructional purposes.

While there may be considerable educational advantages and added educational opportunities in special year-around inter-session programs, the number of additional available classrooms "created" by a 45/15 cycle can only be realized if such inter-sessions are held in facilities other than those used normally for instructional purposes.

SALARY

All of the year-around and extended school calendars provide an opportunity for additional days of instruction beyond the normal 175 days per year. Any teaching service required or performed beyond 175 days per school year should be compensated pro rata based on the annual salary paid for 175 days of required teaching service. Such additional days and service should be covered in the annual

school contract. Provisions should be made to provide for interim salary schedules to insure that final salary schedules can become effective at the beginning of the school year so that all certificated personnel are paid equitably for services rendered during a school year.

RETIREMENT

All contractual teaching service and compensation within a school fiscal year should be included in computing the salary earned for retirement purposes. No more than one year of retirement service should be credited for service within any fiscal year.

HUMAN RELATIONS

In establishing four-track attendance areas in 45/15 calendars, care must be taken so that the placing of students in four different tracks does not produce ethnic, economic, or academic segregation. In addition, school boards and administrations should consult in depth and detail with the parents and the community in which the program is to operate.

Explanations, materials, and consultation should be in the first language of the parents whenever necessary.

Recreational, economic and social patterns of the community should be considered before decisions are made on year-around or extended calendars.

CHAPTER ORGANIZATION

When several schools within a district or an entire district goes on year-around calendar, it becomes necessary for the chapter to extend the terms and duties of its officers, committees, and Certificated Employee Council members

covering the entire year-around school operation.

In selecting the leadership in chapters in districts with year-around programs, it is probably wise to provide for co-chairmanship of important committees, and co-chairmanship or rotating chairmanship on the C.E.C.

Provisions should also be made so that the vice-president or president-elect knows that he is to assume the leadership of the chapter during the period of time that the chapter president is on his various inter-session or 15-day breaks.

AUXILLARY AND SPECIAL EDUCATION SERVICES

Certain auxillary support and special education services in a year-around program must be offered on a year-around or 12-month basis because the schools are in operation during the entire time even though a fourth of the students and teachers may be gone at any given time. Provisions must be made to staff such auxillary and support services as libraries, counseling, testing and health programs on a 12-month basis. This will mean that such specialized personnel must either work on a 12-month basis or operate on some type of rotating service so that all regular support and auxillary services are available to all the students in attendance at any given time.

Experience in a number of year-around districts indicates some problems in the area of scheduling all types of special education classes. Some year-around programs place the special education classes on certain specific tracks, while other districts utilize "multi-tracks" on the traditional school calendars for the special education classes. Whatever provisions for special education are made in year-around schedules, care should be taken to protect equitable educational

and financial needs of special education students and programs.

TENURE AND EVALUATION

Calendar schedules and dates for evaluation of probationary and permanent certificated employees under the traditional school year as stated in the Education Code are, in some instances, incompatible with the working periods devised in certain year-around school schedules. In such instances of incompatibility, the evaluation schedule must be adjusted to provide for equitable arrangements which are legally correct and mutually agreeable to employers and employees involved, provided that all presently mandated evaluation and dismissal dates be upheld.

Seniority in a given school district should be based on date of hiring regardless of the date on which the employee is scheduled to begin his actual teaching assignment in a year-around or continuous school program.

Adopted by the California Teachers Association
State Council of Education
January 20, 1974
BK:mld

Reprinted from the New Jersey
Education Association Reporter,
June 1, 1973

TEACHERS CAUTIONED ABOUT YEAR-ROUND SCHOOL TRIALS

NJEA's Delegate Assembly cautions all local associations to examine proposals for year-round school (other than regular summer programs) with great care before making any endorsements.

The policy-making body advises local affiliates that any endorsement should be contingent upon the local school board or its designee giving firm assurances that:

- a basic information program on all phases and implications of extended school year (ESY) be developed for the entire community;
- representatives from a cross-section of the community (civic, social, parent groups, and the local education association) be involved in all feasibility studies and developments;
- the expression of the entire community on the implementation of ESY be ascertained in an official public referendum on the question; and
- any change in terms and conditions of employment which could result from the development, experimentation, or implementation of an extended school year program or any similar program which affects the public employees of a duly certified bargaining unit shall be negotiated with the recognized majority representative of the employees in that appropriate unit pursuant to the provisions of N. J. S. A. 34: 13A-5-3, Section 7.

Local Guidelines Encouraged

These are minimal considerations and guidelines which the D.A. provides to local associations. Teacher groups may also wish to explore other valid and reasonable components for an ESY educational program.

The NJEA Instruction Committee reported to the Delegate Assembly a variety of claims and counter-claims can be raised by opponents and supporters of "extended school year" plans. In New Jersey, the Committee suggests, ESY's ramifications should be examined carefully by teachers, administrators, school board members, parents, students, and other citizens. The effect on student learning should be a prime area for careful study.

The Committee notes that ESY has been tried repeatedly and failed. Yet advocates avow that ESY may provide learning opportunities not available on a 10-month basis. These advocates claim that improved education--not saving money--should be the primary goal of any ESY experiment.

ESY No Budget Miracle

In fact, the Committee notes, ESY will take more personnel, more and better facilities, and will cost more money if an improved educational program is the primary objective. "There is no budgetary magic in ESY," the Committee says.

Implementation of any ESY program requires in-depth study and intensive planning, the report emphasizes. Because many time-honored patterns of family and community life could be markedly changed, all facets of the question must be studied carefully.

The many problems with ESY could be overcome, the Committee believes, but only by a commitment of the board of education, teachers and students, and--most importantly--the community.

The Delegate Assembly also reviewed a position on bilingual education, but sent the report back to the Instruction Committee for additional information.

nea council on instruction and professional development 1973-74

The Council is broadly representative of the united teaching profession and serves as an advisory group to NEA governing bodies and to the NEA Instruction and Professional Development staff. Council members, who are appointed by the NEA president for three-year terms, provide IPD staff a continuing dialogue with practitioners.

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NATIONAL EDUCATION ASSOCIATION

Briefing MEMO ipd

INSTRUCTION AND PROFESSIONAL DEVELOPMENT

May 1974 · No. 5

YEAR-ROUND SCHOOLS AND THE TEACHER

In 1973 it was estimated that 500,000 public school students were on some kind of year-round schedules in 100 school districts, and the trend is increasing. These figures were reported last May at the fifth annual seminar of the National Council on Year-Round Education sponsored by the Virginia Department of Education. Advocates of the year-round school predicted that 500 districts will have such programs in five years and that in ten years the practice will be almost universal.

Is the "all-year school" really a sound idea for today? Or is it yet another "innovation" added to a long list of half-baked, poorly administered schemes to save money, often at teachers' expense? What will this movement mean to the people most directly affected: students and their families, teachers and other educational personnel, as well as countless thousands in other sectors of the economy? Their lives and their livelihoods will certainly change if this trend becomes widespread. And finally, what are the implications of all this for the united teaching profession?

45-15 et al.

Defining a year-round school today is about as easy as defining a twelve-month year, or for that matter, a school. Each district seriously involved in plans to extend the school year seems to have its own unique design, often with a name to match--"continuous learning," "rescheduled school year," "cycled attendance," "full-time," "trimester," "quadrimester."

Space here does not permit a detailed consideration of the numerous plans, reports, and conjecture to be found in the literature. We will, for example, have to omit such things as the "multiple trails plan" which, incidentally, requires "a staff prepared to work in a flexible school setting." Although most year-round school programs would better be described as some kind of a rescheduled school year, such plans today do have several characteristics in common:

1. Use of the school plant for educational purposes is continued all year.

2. Students typically spend at least as much time in school (180 days per year) as students on traditional schedules.

3. Beyond legal attendance requirements, students may elect to spend more time in school.

4. Vacation and other out-of-school times are scheduled throughout the year on an individual basis for both students and teachers.

5. Although major changes in the school program should be made, typically the old program is made to fit the new year-round plan.

6. School-related activities such as athletic events, back-to-school weeks, and commencement have to be rescheduled.

The so-called 45-15 plan is the most popular arrangement now for the year-round school. Basically, it works like this. Students attend school for a 45-day period (nine weeks), which is followed by a 15-day (three weeks) vacation. The plan operates continuously. That is, during a calendar year four such 45-15 terms of twelve weeks each are scheduled. The extra month--in case you've been counting--is taken up with time off for traditional holidays. The four 45-15 terms are usually arranged so that a fourth of the students are out of school at any given time.

The 45-15 plan was developed originally for use with elementary schools, but it is now being used in high schools where, according to some involved administrators, it requires a continuous computer-based capacity for scheduling as well as for student records.

Prologue for Today

Certainly, year-round schools are not new. They existed in cosmopolitan East Coast seaports such as Baltimore, New York, and Boston during the 1840's when schooling was far from universal. As the common school spread throughout an agrarian society, however, the idea of keeping school from September to June spread with it, and from the early 1900's until today it has been an accepted part of our way of life. But some year-round schools have always been with us. In 1927, J. S. Herron, a principal in Newark, New Jersey, described the 12-year-old all-year plan in his elementary school as practicable, economical, and an easy system to administer. "The world moves," he said, "and so does the all-year school."

What's Different Now?

Herron was right about the world. It has moved. And the years are as round as they ever were. But year-round education has not--at least until the 1970's--moved ahead as Herron thought it would. The

present revival of interest in the year-round school can perhaps best be understood in relation to some obvious changes during the past half-century:

1. A major population shift from farm to city is a most noticeable change, but even this was only one result of more fundamental social and technological changes.

2. Life-style. This catchall bit of pop sociology is used to cover everything from leisure time and mobility to the energy crisis, family life, mass media, and the kinds of work people do. Changes in life-style are all about us. Some adult education courses in Las Vegas begin at midnight.

3. Special-interest groups have become more numerous and are much better organized than ever before to influence public policy and government agencies such as schools and legislatures. For example, in one state, flak from the camping association helped to defeat enabling legislation for year-round schools, according to the May 1973 minutes of the National Council on Year-Round Education. At the same time, household moving companies and the air-conditioning industry are lending support to the idea of year-round schools.

4. Public dissatisfaction with schools, or at least with higher taxes for schools, has been growing, as have demands for more efficient use of educational funds.

5. The success over the years of such innovations as open schools, individualized instruction, and career education has depended in no small part on a more flexible schedule.

6. During the past fifty years, no sector of American education has changed as much as the teaching profession. This fact can make an important difference today whenever planning begins for a year-round school program. Through active participation in the politics of year-round education, teachers today can work from a position of strength to assure that such plans are professionally sound, and in the best interest of the public.

A Teacher for All Seasons?

Will year-round schools require year-round teachers? Yes and no, depending on what the individual teacher wants. Evidence from plans now in effect indicates that teachers often have a wide choice in the number of months--and in some cases the number of hours--they want to work. One school system that has had a year-round plan for the past four years offers fifty-two different teaching contracts for its professional employees.

But teachers are not always treated fairly in programs to extend the school year, and their best protection is a strong local association and a good contract. A critical question to be considered is how a year-round school program will affect provisions in master and

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individual contracts. What will constitute a "year" for individual teachers as related to retirement? Tenure? Salary? Sick leave and personal days? If the teacher teaches more than 180 days, how will his salary be prorated? Can teachers substitute during their vacation period? At a substitute rate? At their own prorated salary? How will other fringe benefits be affected? What will be the effect on procedures for evaluating teachers?

Whenever local planning begins for some kind of a year-round program, teachers should be involved in it--and they will be in school districts with powerful, well-informed teacher associations. In such districts it is entirely possible that teacher leaders will point the way for community considerations of all-year alternatives.

The decision to change a school or a school district from the traditional nine- or ten-month calendar to some kind of a year-round, full-time schedule is clearly a decision that can be taken successfully only after extensive community participation in planning. For such a decision will have widespread, sometimes unanticipated, effects throughout and beyond the community where it is begun (e.g., the need for enabling legislation). It is a high-risk activity.

For More Information

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This *Briefing Memo* is a response to requests from members for information on the above topic. It has been prepared by the Instruction and Professional Development staff of the National Education Association as a brief but accurate introduction to this topic for busy teachers and as a resource for readers who wish to pursue the subject in more detail. Except where indicated, the views expressed here do not represent official Association policy. This document has not been copyrighted and permission is granted herewith to members of the United Teaching Profession who may reproduce it in full or in part for non-commercial use provided credit is given to the NEA.

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on instruction and professional development from the National Education Association
1201 Sixteenth Street, N.W., Washington, D.C. 20036

May 1974

ANNOTATED BIBLIOGRAPHY ON YEAR-ROUND SCHOOLS

Articles

Alvary, Ronald A. F. "A Look at the Year-Round School." American Education 9: (back cover) January 1973. Research indicates that one of the most promising solutions to overcrowding in American schools is year-round operation, particularly the 45-15 plan adopted by the Valley View School District in Lockport, Illinois. The plan provides opportunity for improving the student's educational program. A student is evaluated after every 45-day segment. Whether he has to repeat the segment or advances to another course is based on his pace commensurate with his abilities. Research data also support the following conclusions about the year-round school concept: (a) Immediate savings of about 5 percent per pupil are attainable if per-pupil debt retirement is high and enrollment is rising rapidly. (b) Most teachers prefer the year-round contract concept. (c) The move to a year-round operation is popular with economy-minded taxpayers and watchdog groups. (d) Any school system can move to year-round operation if it wins community acceptance, fully involves the professional staff, and develops a design that does not penalize any families.

Grieder, Calvin. "Year-Round Schools Raise Some Big Questions." Nation's Schools 90: 18; October 1972. The article offers four critical considerations for secondary schools on a four-quarter plan: (1) essentially equalized enrollment in all four quarters is impossible to achieve and sustain, (2) subject matter must be reorganized to fit a year-round calendar, (3) qualified teaching personnel must be available to fill in for those who take a quarter off, and (4) financial economies are not generated in the long run.

Holt, Howard B. "Year-Round Schools and System Shock." Phi Delta Kappan 54: 310-11; January 1973. The author says that the new proposals for year-round operation of schools have potential for

This material has been prepared to assist members of the united teaching profession in their quest for professional excellence. More information is available from your local NEA representative and the NEA's Information Center on Instruction and Professional Development.

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system shock. They could precipitate complete restructuring of the curriculum, athletics, and school organization, and need to be reexamined and justified in current terms in order to make the necessary adjustments.

Howe, P. H. "Year-Round School Makes Good Business Sense." American School Board Journal 160: 46-48; February 1973. Once a district is sure that the year-round school is right educationally, it's a good idea to call on businessmen for their point of view. One such person has examined the concept and is convinced that year-round schools make good business sense by (a) providing more efficient use of capital investments, (b) alleviating uneconomical and undesirable peaks in work and recreation, and (c) providing a more sensible way of looking at teacher salaries. Also, an operation offering the option of year-round employment with year-round pay to at least a portion of a district's teaching staff could help eliminate the disparity in the work-pay schedule of teachers.

McGraw, Pat. "Junior Doesn't Have To Bale Hay Anymore." Compact 7: 10-12; November/December 1973. The author, an education reporter for the Denver Post, collected information on the 45-15 plan and points out the following as advantages: (a) it allows educators to reform the curriculum; (b) the rotating schedule makes it possible for three schools to accommodate as many students as would four schools under a conventional calendar; (c) it gives teachers the option of teaching a full year (up to 240 days) and making more money; (d) the curriculum, reorganized into smaller units, offers a greater choice of classes; (e) smaller course units mean that students who fail are only nine weeks behind, not a year or a semester; (f) smaller units often benefit undermotivated students who may find a semester almost endless but can cope with a nine-weeks class; (g) the rotating class gives more students an opportunity to work, since vacation times are spread throughout the year and not all students are competing for summer jobs; (h) students tend to forget less of what they have learned after a vacation of three weeks instead of three months.

Punke, Harold H. "Accountability and the Quarter System." Bulletin of the National Association of Secondary School Principals 57: 57-63; January 1973. The author discusses several advantages of the quarter system as they relate to demands for accountability. The significant aspects of the system are that it (a) enables teachers to be on vacation other than in summer; (b) is flexible in releasing teachers during part of the year for study, health, or other reasons; (c) releases particular teachers for short periods with pay to do non-school work in business, industrial, or professional areas; (d) enables high schools to offer beginning and more advanced courses each quarter as many colleges do; (e) enables high school students to begin, interrupt, or complete their studies at any time; (f) gives administrators time to reorganize the curriculum; (g) provides four commencements each year which distribute graduates in the job market more evenly.

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Rifkin, N. S. "A Round-Up on Year-Round Schools." Today's Education 63: 58-64; November-December 1973. An overview of the various year-round plans, positions of national education organizations and the federal government, and some specific concerns for teachers and teacher associations in exploring year-round schools.

Strobbe, John E. "The Year-Round School and Recreation." Journal of Health, Physical Education, and Recreation 43: 51-52; March 1972. The school and recreation department must be partners in helping to meet community needs when the school goes on a year-round schedule. With the existing school park concept, since the school would be used twelve months of the year, the recreation department would have to look elsewhere for program facilities. Vacations and leisure time are drastically affected by the year-round educational calendar as children begin thinking in terms of shorter time periods and as being off only fifteen days at a time changes their recreational needs. More research is needed to totally assess the changes brought about by year-round schools.

Tsitrian, John. "The Furgeson Plan for All-Year School." Phi Delta Kappan 54: 314-15; January 1973. The Furgeson Elementary School plan in Hawaiian Gardens, California, overcomes two serious problems of year-round schools: (1) the difficulty of providing individualized continuous instruction, and (2) parent rebellion against the idea of arbitrarily designed vacation periods. The Furgeson answers to these difficulties are: (1) The continuous progress program wherein every child is permitted to work at his or her own rate. Each of four subject areas--reading, math, language arts, and science--are divided into a sequence of concept levels that together comprise an entire six-year curriculum. A student's progress is recorded on a tracking outline so that he can leave at anytime during the year and resume work at the same concept level he was on before. (2) Flexible program planning. Classes are in session fifty weeks a year and students may attend on any schedule they desire, provided they come for at least 175 days. They are also encouraged to attend for as many days as they like over the minimum required. In this way families can take vacations during any part of the year.

White, William D. "Year-Round Education for K-12 Districts." Phi Delta Kappan 54: 312-13; January 1973. Jefferson County's (Colorado) Concept 6 puts school buildings in use 245 days and divides the school year into six instructional terms. Individual students attend classes four terms and choose their vacations during the other two. An optional fifth term is available at no expense to those who choose it for enrichment, remediation, or acceleration. Teachers work the normal 184 days a year but may choose to put in 215 days if enrollment makes it possible. Jefferson County is committed to the nine-week pattern of curriculum organization where all courses ultimately will be comprised of performance-based elements and, wherever possible, nonsequential. The intent is to make self-paced learning a reality. Concept 6 makes it possible to reschedule or regroup students every nine weeks, provides a modicum of economy in secondary elective courses, and allows differentiated staffing to function at maximum efficiency.

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Books and Pamphlets

Annotated Bibliography: Extended School Year Materials. Trenton: Division of Research, Planning, and Evaluation, New Jersey Department of Education, May 1973. 49 pp. The 153 items in this bibliography are organized into lists of (a) books, pamphlets, articles, and reports; (b) theses and abstracts; and (c) filmstrips and bibliographies.

Callahan, John J., and others. Year-Round Schools and Urban School Finance. Charlottesville: Bureau of Educational Research, University of Virginia, 1973. 25 pp. Year-round schools have a place in the urban education process. However, unless state governments make fundamental reforms in educational financing, the fiscal pressures facing large city school systems may prohibit them from instituting the rescheduled school year. The author documents municipal overburden and shows how most suggested alternative methods of state financial aid discriminate against cities.

Evaluation of the 45-15 Plan: A Year-Round School Operation of Valley View School District 96, Lockport, Illinois. Final Report. Lockport, Ill.: the District, 1972. 50 pp. A summary of the first two years of operation of this year-round plan. The report describes how the 45-15 plan originated and how it was evaluated. Students, community, and professional attitudes were surveyed by questionnaires and interviews. Standardized tests, administered by trained teachers, were used to evaluate student achievement. The report includes conclusions and recommendations coming from the evaluation.

Evaluations of Year-Round School Programs. Research Brief. Arlington, Va.: Educational Research Service, 1974. 37 pp. A compilation of data on implementation and operation of year-round programs. Included are reviews of the evaluative studies of 45-15 plans in Prince William County, Va., the Becky David School in Missouri, Chula Vista, California, and Valley View School District in Illinois. the Dade County quinmester plan; and the Atlanta quarter plan. The evaluations are reviewed separately because of variability of program type, school characteristics, implementation procedures, measurement tools, and other factors. However, the following essential points of each program are analyzed and evaluated: (a) student achievement; (b) cost analysis; and (c) attitudes of students, staff, and parents. In conclusion, six general observations are made on school expenditures, year-round operation, student achievement, administrative responsibility, family conflicts, and individualized instruction.

Extended School Year. (An Information Packet.) Phoenix: Arizona Department of Education, 1972. 72 pp. This document presents a rationale for the extended school year and describes the basic types of extended-school-year plans. Basic information for citizens, board members, teachers, and administrators is provided through general questions and answers about the extended school year, and specific questions that should be answered before implementing a program are suggested. An extensive annotated list of books, pamphlets, articles, reports, bibliographies, and filmstrips is included and a study model is appended.

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45-15 and the Cost of Education: Summary. Washington, D.C.: Education Turnkey Systems, October 11, 1972. 19 pp. Prepared for Prince William County Virginia, Public Schools, this report identifies the long-run potential for savings under an efficiently managed year-round school calendar and specifies where savings are most likely to occur. The analysis indicates that at Godwin Middle School, the country's only secondary school under 45-15, the overall 1971-72 per-pupil cost of education was 9.6 percent lower than it would have been under a traditional nine-month calendar. Half the savings resulted from better utilization of staff--teachers, aides, principals, counselors, librarians, and clerical support--and the report provides a detailed breakdown of this reduction in cost. The conclusion is that substantial savings are obtainable by districts which have management teams willing and able to make the difficult decisions involved in an innovative venture such as 45-15.

Geisinger, Robert W., and Coleman, Alvin F. Year-Round School Research. Harrisburg: Pennsylvania Department of Education, 1972. 66 pp. This report describes the use of a model to compare the cost of two alternatives: initiation of a K-5 45-15 year-round school, or construction of an elementary school building in the Annville-Cleona district. The research indicated that the 45-15 plan would save the district about $89 per pupil of total operating cost in the last eighteen years of the twenty-year term of the district's bond issue. For the first two years, the saving would be $51 per pupil over the construction of a new building. Other year-round plans with other pupil attendance arrangements could also be analyzed by using this research model.

Hermansen, Kenneth L., and Gove, James R. The Year-Round School: The 45-15 Breakthrough. Hamden, Conn.: Linnet Books, Shoe String Press, 1971. 154 pp. A history of the year-round school program in Valley View School District 96 in Illinois. The authors' purpose is to provide guidance to other school administrators, teachers, board members, and citizens interested in bringing economy, accountability, and educational efficiency to their schools. The chapters fall into three parts: (1) the history and state of the art of year-round education, (2) the evolution of Valley View's 45-15 plan, legislative policy, administrative steps that were necessary to bring the plan to fruition, and the day-to-day problems of planning, faculty relations, and community communication; and (3) an appraisal after the fact wherein the Valley View administrators look objectively at their solutions, failures, and successes.

Impact of a Rescheduled School Year: A Special Report Prepared for the Governor and the Legislature of the State of New York. Albany: New York State Education Department, 1970. 164 pp. This report describes findings on the feasibility of extended-school-year plans and outlines several approaches which can be recommended for their economical and educational implications. Six plans are recommended: (1) the continuous learning year cycling plan which will release 25 percent of existing space in the first year; (2) the multiple variations--such as the 45-15 or 9-3 plan--which will release 33 1/3 percent of existing space; (3) the multiple trails plan which may release up to 35 percent of classroom space and/or 50 percent in an

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occupational training center; (4) the acceleration trimester plan which will release space for one class at the end of trimester four (1 1/4 years); (5) the acceleration quadrimester 9 (2 1/4 years); and (6) the acceleration split trimester and split quadrimester which will release space for one class at the end of two or three years. Discussions of economy (including teacher salaries and staff utilization) and educational objectives are also included.

McCloskey, Gordon. Year-Round Community Schools: A Framework for Administrative Leadership. Arlington, Va.: American Association of School Administrators, 1973. 56 pp. Some guiding concepts for administrative leaders, teachers, and community patrons regarding year-round schools and specific suggestions on how the year-round operation can be best suited to the needs of any school community. The contents cover the following topics: (a) reasons for year-round community schools; (b) concepts of such schools; (c) benefits; (d) calendar-year alternatives; (e) administrative leadership required; and (f) a summary and action guide.

McLain, John D. Year-Round Education--Economic, Educational, and Sociological Factors. Berkeley, Calif.: McCutchan Publishing Corp., 1973. 299 pp. McLain feels that traditional schools now are obsolete and inadequate for providing the quality or quantity of education necessary for survival and enhancement of humanity in the future. He believes one answer is to make fuller use of existing school facilities and to move in the direction of better quality education along with the quantity of knowledge required to understand a rapidly changing environment. The book covers the standard school year, the eleven-month school, the four-quarter plan, trimesters, quinmesters, and the flexible all-year school. It also offers detailed cost analyses and suggests actual projected costs for some types of plans.

9+: The Year-Round School. Arlington, Va.: American Association of School Administrators, 1970. 36 pp. This booklet analyzes five programs: (1) a staggered-vacation school year for all, (2) a full 48-week school year for all, (3) a voluntary summer program, (4) a summer studies program for professional personnel, and (5) the multiple trails plan based on time modules. A brief description of the Fulton County (Georgia) four-quarter plan is provided, along with major references to year-round college programs. An extensive bibliography is also included.

Parks, David, and others. A Comprehensive Bibliography on Year-Round Education. Blacksburg: Virginia Polytechnic Institute and State University, 1972. 51 pp. Included in this bibliography are articles listed in ERIC's Current Index to Journals in Education and in Education Index, books and pamphlets, dissertations listed in Dissertation Abstracts, ERIC documents, feasibility studies, and government documents.

Proceedings of the Fifth National Seminar on Year-Round Education. Richmond: Virginia Department of Education, 1973. 171 pp. This conference was held to exchange information on specific year-round school programs as alternatives to the traditional nine-month school year. Topics discussed included a history of and rationale for the year-round school, types of year-round programs, internal

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problems, financial implications, politics, overhauling year-round education, and humane year-round schools.

Rescheduled School Year. Research Summary 1968-S2. Washington, D. C.: Research Division, National Education Association, 1968. 38 pp. This report provides a broad look at specific designs for a rescheduled school year, outlining the operation, advantages, and disadvantages; and summarizes research based on experimentation. It cites some of the reasons behind consideration of year-round schools and includes a section on implications of extended school-year programs for pupils, teachers, curriculum, and finance.

Status--Activities and Directions of the Quinmester Program in the Dade County Public Schools. Miami, Fla.: Dade County Public Schools, November 1972. 176 pp. This report provides preliminary information to be considered by policy makers in deciding the future of the Dade County quinmester program. It includes (a) a status report of the administration of the secondary quinmester program; (b) a review of the 1972 summer quinmester program; (c) a description of the planned quinmester activities for 1972-73; (d) a discussion of plans for development of the elementary quinmester program; and (e) an appendix containing a cost analysis, an evaluation report, and a statistical summary of the quinmester program.

Thomas, George Isaiah. Administrator's Guide to the Year-Round School. West Nyack, N.Y: Parker Publishing Co., 1973. 276 pp. The primary objective here is to promote a more practical, clearer understanding of the continuous learning year as an answer to the problems of releasing classroom space and dollars while setting the stage for a more effective education. The cost analysis approach shows potential dollar savings of all-year school plans that can increase existing plant capacity by up to 25, 33, or 40 percent. Field studies repeatedly show that at least nine out of ten school districts faced with a classroom shortage will not have to build a new school for at least ten years if all-year schools are adopted. The studies also show that some year-round plans can reduce instructional costs, but it is recommended that the savings be used to professionalize teachers and update the educational program.

_____. Realizing the Economy Objective Through a Rescheduled School Year. Eugene, Ore.: ERIC Clearinghouse on Educational Management, April 1970. 44 pp. Included in this document are an overview of the rescheduled-school-year concept as it relates to the economic and educational objectives of a school district, some approaches to designing a rescheduled school year, and a guide sheet to assist in predicting effectiveness of the plan. The major portion of the document describes a case study made to determine the impact of a rescheduled school year on a school district, covering enrollment projections, school capacity, and estimated needs for classrooms, construction, buses, operation, and teachers. A comparison of cost under the present conventional schedule concludes the study.

_____. A Twelve Month Contract for a Continuous Learning Year Program. Eugene, Ore.: ERIC Clearinghouse on Educational Management,

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February 1970. 9 pp. According to Thomas, a rescheduled school year would provide teachers with greater flexibility in class scheduling, thereby allowing more time for planning and curriculum development. With schools in operation 12 months a year, teachers could expect appropriate salary adjustments.

"Three Plus" System. Rochester, Pa.: Rochester Area School District, 1971. 16 pp. A brief description of the process of restructuring a traditional educational program into an individualized program in an industrial school district. A quarter plan was designed to replace the traditional two-semester system, with the objective of encouraging greater learning experiences for all children. With federal aid, the school district has restructured its curriculum and built a new education complex to house all students (K-12) and to accommodate the new program.

Withycombe, Dick, editor. The Rescheduled School Year: A Statement. Portland: Educational Policies Commission, Oregon Education Association, 1972. 31 pp. A summative overview of current research and program information related to the rescheduled school year. The report deals with (a) present models of rescheduling, (b) the school vacation, (c) basic comparative cost analysis, (d) busing requirements, (e) curriculum design requirements, (f) career opportunities for professional staff, and (g) conclusions and recommendations. The report covers the four-quarter plan, four-quarter plan with rotating vacations, 12-4 plan, 45-15 plan, continuous four-quarter plan, and eleven-month plan, with some specific plans discussed. A table compares the characteristics of major plans on the basis of the length of the school year and school day, division in school year, grade levels, time required to effect saving in classrooms, number of teachers and dollars, vacation advantages, and obstacles to change.

Year-Round School. Revised edition. Harrisburg: Bureau of Administrative Leadership Service, Pennsylvania Department of Education, June 1972. 91 pp. Pennsylvania has adopted legislation allowing the development and operation of extended and flexible school-year patterns. This publication enables school districts to study the various patterns and to design programs to make optimum use of facilities, staff, and student time. The educational advantages, possible problems, procedures, and activities necessary to make the year-round school operative are discussed. The appendix contains forms for administrator, teacher, student, community, and business attitude surveys suggested as guides for local school districts interested in the year-round school concept.

Year-Round School: Is It Feasible? Lansing: Michigan Department of Education, 1970. 184 pp. This study report includes a review of the literature, a discussion of suggested school calendars and the appropriate transfer procedures, an examination of the effects of the year-round school plan on curriculum and facilities, a summary of financial components, a description of the public relations program, and explanations of the community and professional surveys made. The appendix provides copies of news releases, questionnaires, and public relations materials.

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Year-Round Schools. Hearing before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Second Congress, Second Session, on the Value of Year-Round Schools, April 24, 1972. Washington, D.C.: U.S. House of Representatives, 1972. 428 pp. Statements by experts in the field of year-round schools and excerpts from publications dealing with various plans. Discussed are (a) the Valley View 45-15 continuous school year plan; (b) the Jefferson County, Kentucky, elective quarter plan; (c) various four-quarter school plans; (d) the three plus system; (e) the Dade County, Florida, quinmester program; and others.

"Year-Round Schools and the Teacher." Briefing Memo No. 5. Washington, D.C.: Instruction and Professional Development, National Education Association, May 1974. 4 pp. A concise treatment of the subject of year-round schools, covering some common characteristics of the various plans, social developments related to the movement, and how year-round schools can affect teachers.

Films

The Year-Round School. 16mm, sound, color, 26 min. New Hyde Park, N.Y.: Modern Talking Picture Service, 1973. Free loan. The year-round school in operation, depicting solutions to educational costs, summer idleness, and crowded facilities, as well as a better educational system.